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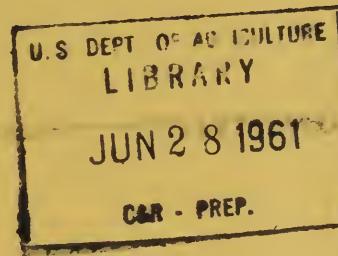
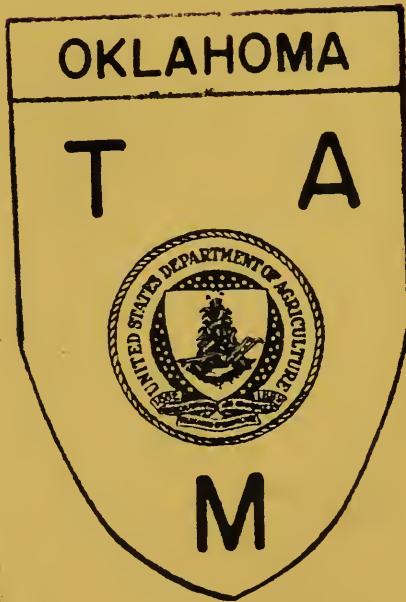
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RESERVE

A249.39  
T686

# TRAINING IN ADMINISTRATIVE MANAGEMENT



WORKSHOP

U.S. DEPARTMENT OF AGRICULTURE  
Oklahoma City, Oklahoma,  
November 14-18, 1960

UNITED STATES  
DEPARTMENT OF AGRICULTURE  
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## FOREWORD

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The Department of Agriculture represents the largest industry in the United States. The Department recognizes need for managerial improvement. To meet this need, authorization to plan and conduct workshops in administrative management has been granted and all agencies have been directed to participate. In developing the Oklahoma TAM Workshop the planning committee considered the basic objectives of improving the management attitudes, skills and abilities of the participants; and of enabling them to gain a broader understanding of the Department's agencies and their operations.

Change is as inevitable as day and night. Managerial skills and techniques have changed and will continue to change as rapidly as agricultural technology itself. Today's leaders and field managers who trained yesterday and who learned from yesterday's experiences must prepare themselves to change to meet today's and tomorrow's problems. This workshop is an effort to encourage executives to seek the skills necessary to meet those inevitable and continuous changes.

In the selection of participants agencies were aware of the basic objectives of this workshop. If participants received motivation to improve their management practices in their day to day operation, we have had a successful workshop.

We are confident our speakers are dedicated individuals striving to assist us in the improvement of our management techniques. We accept our charge to use and develop principles of effective management and to take advantage of every opportunity to broaden our knowledge of the "USDA Team."

OUR GOAL AS MANAGERS IS IMPROVED PUBLIC SERVICE



UNITED STATES DEPARTMENT OF AGRICULTURE  
 AGENCY PARTICIPANTS  
 OKLAHOMA TAM WORKSHOP

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
AMS	<u>Richard E. Arnold</u> Milk Market Administrator	Dairy Division Tulsa, Oklahoma
AMS	<u>Thurston A. Blakely</u> Administrative Officer	Food Distribution Div., USDA 5700 NW 50th St. Oklahoma City, Oklahoma
AMS	<u>Carl S. Cason, Jr., DVM</u> <u>Howard Dinges</u> Reporter-in-Charge <u>Area Technical Supervisor</u>	<u>Poultry</u> Livestock Division <u>Route 2</u> 231 Livestock Exchange Bldg. Oklahoma City 8, Oklahoma <u>Haganer</u>
AMS	<u>M. L. Marshall</u> District Supervisor	Packers & Stockyards Div. 231 Livestock Exchange Bldg. Oklahoma City 8, Oklahoma
AMS	<u>A. B. Spencer</u> Federal-State Supervisor	Poultry Division 122 State Capitol Bldg. Oklahoma City, Oklahoma
ARS	<u>Dr. E. M. Joneschild</u> Ass't. Veterinarian in Chg.	Animal Disease Eradication Division 418 Bankers Service Life Bldg. 114 North Broadway Oklahoma City 2, Oklahoma
ARS	<u>Dr. Clayton J. Price</u> Inspector in Charge	Meat Inspection Division 211 Livestock Exchange Bldg. Stockyards Station Oklahoma City 8, Oklahoma
ARS	<u>Dwight F. Stephens</u> Superintendent	Fort Reno Livestock Research Station, Animal Husbandry Research Division El Reno, Oklahoma
ARS	<u>Dr. D. C. Thompson</u> Veterinary Livestock Inspector	Animal Disease Eradication Division <u>215 Livestock</u> <del>418 Bankers Service Life Bldg.</del> <del>114 North Broadway</del> Oklahoma City 2, Oklahoma
ASC	<u>Arthur B. Edmundson</u> Program Specialist	ASC State Office, CSS, USDA Agricultural Center Office Bldg. Stillwater, Oklahoma
ASC	<u>Jack L. Hines</u> Program Specialist	ASC State Office, CSS, USDA Agricultural Center Office Bldg. Stillwater, Oklahoma



AGENCY PARTICIPANTS (continued)

FHA	<u>Dale L. Folger</u> County Supervisor	Farmers Home Administration Okemah, Oklahoma
FHA	<u>Lyndon W. Mercer</u> Operating Loan Assistant	Farmers Home Administration Stillwater, Oklahoma
FHA	<u>Robert V. Schwabe</u> Area Supervisor	Farmers Home Administration Tahlequah, Oklahoma
FHA	<u>Spudds Widener</u> Operating Loan Officer	Farmers Home Administration Stillwater, Oklahoma
FCIC	<u>R. Myron Moore</u> State Crop Insurance Director	Agricultural Center Office Building Stillwater, Oklahoma
FS	<u>Robert M. Baker</u> Forester (Adm.)	U. S. Forest Service Kiamichi Ranger District Talihina, Oklahoma
FS	<u>Paul A. Timko</u> Forester (Adm.)	U. S. Forest Service Choctaw Ranger District Heavener, Oklahoma
FS	<u>Bryant E. Watts</u> Forester (Adm.)	U. S. Forest Service Tiak Ranger District Idabel, Oklahoma
OGC	<u>Thomas M. Smith</u> Regional Attorney	Office of General Counsel U.S. Agri. Center Office Building Stillwater, Oklahoma
REA	<u>Stephen S. Solick</u> Field Representative	Rural Electrification Adm. Route 1 Stillwater, Oklahoma
SCS	<u>Thomas L. Abshure</u> Personnel Officer	Soil Conservation Service Stillwater, Oklahoma
SCS	<u>William T. Burtschi</u> State Conservation Engineer	Soil Conservation Service Stillwater, Oklahoma
SCS	<u>John A. Geter</u> Construction Engineer	Soil Conservation Service Wewoka, Oklahoma
SCS	<u>Herbert R. Prevett</u> Watershed Planning Party Leader	Soil Conservation Service Chickasha, Oklahoma



LIST OF PARTICIPANTS IN TAM WORKSHOP PICTURE

FRONT ROW: (left to right)

1. C. B. Wentz, Continental Oil Company
2. Thomas M. Smith, Office of General Counsel
3. M. L. Marshall, ARS
4. Stephen S. Solick, REA
5. Jack L. Hines, ASC
6. Thomas L. Abshure, SCS
7. E. M. Joneschild, ARS
8. R. Myron Moore, FCIC
9. Paul A. Timko, FS
10. Robert V. Schwabe, FHA
11. Lyndon W. Mercer, FHA

SECOND ROW: (left to right)

1. Arthur B. Edmundson, ASC
2. Clayton J. Price, ARS
3. Thurston A. Blakely, AMS
4. Spudds Widener, FHA
5. John A. Geter, SCS
6. Dwight F. Stephens, ARS
7. William T. Burtschi, SCS
8. Robert M. Baker, FS
9. D. C. Thompson, ARS

BACK ROW: (left to right)

1. Bryant E. Watts, FS
2. Dale L. Folger, FHA
3. A. B. Spencer, AMS
4. Carl D. Cason Jr., ARS
5. Claude H. Atha, ASC
6. Herbert P. Prevett, SCS
7. E. H. McIlvain, ARS
8. Richard E. Arnold, AMS



PERSONNEL RESPONSIBLE FOR  
DIRECTION OF THE OKLAHOMA TAM WORKSHOP

Workshop Director

E. H. "Pat" McIlvain, Jr.  
Agronomist  
Crops Research Division

Agricultural Research Service, USDA  
U. S. Southern Great Plains Field  
Station, Woodward, Oklahoma

Arrangements

Donald D. Pittman, Co-chairman  
Agricultural Statistician  
Agricultural Estimates Division

Agricultural Marketing Service, USDA  
P.O. Box 1095  
Oklahoma City, Oklahoma

F. W. Hansen, Jr., Co-chairman  
Veterinarian in Charge  
Animal Disease Eradication Div.

Agricultural Research Service, USDA  
418 Bankers Service Life Building  
114 North Broadway  
Oklahoma City, Oklahoma

Fiscal

Ross W. Hall  
State Administrative Officer

Soil Conservation Service, USDA  
Agricultural Center Office Bldg.  
Stillwater, Oklahoma

Program

D. O. Keairns, Chairman  
Asst. State Conservationist

Soil Conservation Service, USDA  
Agricultural Center Office Bldg.  
Stillwater, Oklahoma

Ross W. Hall  
State Administrative Officer

Soil Conservation Service, USDA  
Agricultural Center Office Bldg.  
Stillwater, Oklahoma

Lewis F. Wolfe  
State Administrative Officer

ASC State Office, CSS, USDA  
Agricultural Center Office Bldg.  
Stillwater, Oklahoma

Recreation

James G. Powers  
State Director

Farmers Home Administration, USDA  
Agricultural Center Office Bldg.  
Stillwater, Oklahoma

Workshop Proceedings

Claude H. Atha  
Chief of Administrative Division

ASC State Office, CSS, USDA  
Agricultural Center Office Building  
Stillwater, Oklahoma



OKLAHOMA TAM WORKSHOP

November 14--18, 1960

Committees--Members and Functions

ADVISORY STEERING COMMITTEE:

Will work closely with the director of the workshop to help plan, organize, modify and conduct the daily activities of the workshop.

A. B. Edmundson (ASC)

R. E. Arnold (AMS)

E. M. Joneschild (ARS)

L. W. Mercer (FHA)

J. A. Geter (SCS)

D. L. Folger (FHA)

INFORMATION COMMITTEE:

Will review selected films dealing with various aspects of management and, working with the director of the workshop and the program committee, arrange to show them to the group. Contact press and radio.

T. L. Abshure (SCS)

B. E. Watts (FS)

S. Widener (FHA)

D. C. Thompson (ARS)

A. B. Spencer (AMS)

H. R. Prevett (SCS)

EVALUATION COMMITTEE:

Will develop a report of the workshop proceedings including an evaluation of the subject matter presented.

T. M. Smith (GS)

J. L. Hines (ASC)

M. L. Marshall (AMS)

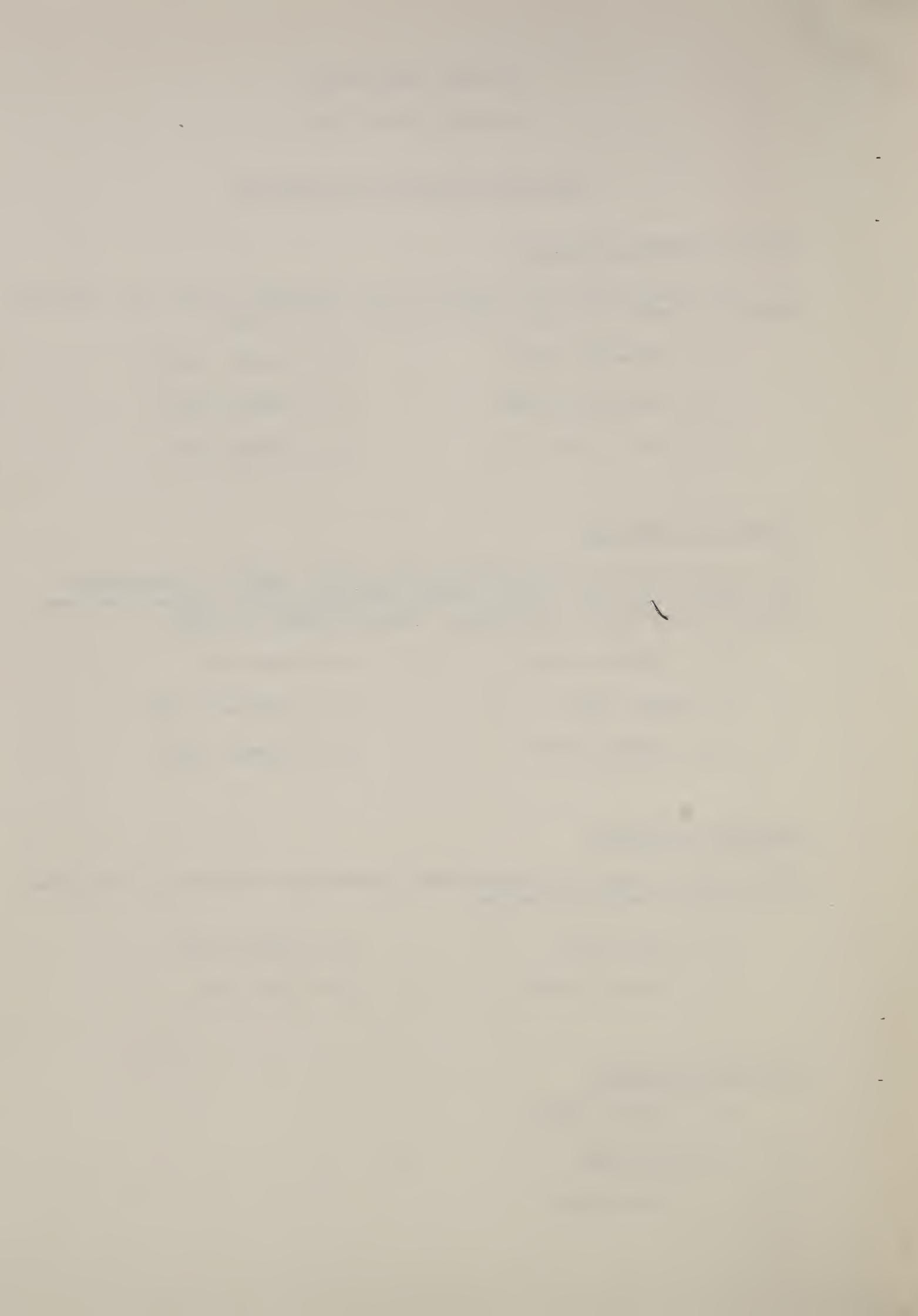
R. M. Baker (FS)

RECREATION COMMITTEE:

T. A. Blakely (AMS)

H. Dinges (AMS)

C. J. Price (ARS)



PROGRAM

Oklahoma TAM Workshop

MONDAY - NOVEMBER 14, 1960

Morning Session  
9:00 to 12:00 noon

Opening Remarks

E. H. McIlvain, Agronomist  
Crops Research Division  
Agricultural Research Service  
U. S. Southern Great Plains Field  
Station  
Woodward, Oklahoma

Presiding Officer - J. L. Hines

Announcements

F. W. Hansen  
Veterinarian in Charge  
Animal Disease Eradication Division  
Agricultural Research Service  
Oklahoma City, Oklahoma

Welcome

The Honorable James H. Norick  
Mayor of Oklahoma City

Introductions

All participants

Background, Objectives and Conduct  
of TAM Workshop

E. H. McIlvain

Committee Organization

E. H. McIlvain

Afternoon Session  
1:15 to 4:30

Presiding Officer - D. F. Stephens

Fundamentals of Management

M. P. Ward, Director  
Central Area Administrative Division  
Agricultural Marketing Service  
Chicago, Illinois

Discussion

All participants



TUESDAY - NOVEMBER 15, 1960

Breakfast Session - 8:00 to 9:30

Presiding Officer - R. V. Schwabe

Self Development

Dr. C. Q. Smith, President Emeritus  
Oklahoma City University  
Oklahoma City, Oklahoma

Morning Session - 9:30 to 12:00

Presiding Officer - P. A. Timko

USDA Agencies, Functions and  
Programs

Max P. Reid, Assistant Director  
~~XXXXXX Director~~  
Office of Personnel  
U. S. Department of Agriculture  
Washington, D. C.

Afternoon Session - 1:15 to 4:30

Presiding Officer - R. M. Moore

Art of Communications

G. H. Orcutt, Personnel Development Supervisor  
Southwestern Bell Telephone Company  
Oklahoma City, Oklahoma

Discussion

All participants

WEDNESDAY - NOVEMBER 16, 1960

Morning Session - 8:30 to 12:00

Presiding Officer - W. T. Burtschi

Innovation and Creativity  
in Management

W. J. Bently, Professor and Head  
School of Industrial Engineering and Management  
College of Engineering, Oklahoma State Univ.  
Stillwater, Oklahoma

Discussion

All participants

Afternoon Session - 1:15 to 4:30

Presiding Officer - T. M. Smith

Trends in Modern Business  
Management

C. B. Wentz, Director of Organization Planning  
Continental Oil Company  
Houston, Texas

Discussion

All participants



THURSDAY - NOVEMBER 17, 1960

Morning Session - 8:30 to 12:00

Presiding Officer - D. C. Thompson

Principles of Management

W. J. Wheat, Professor of Management  
and Dean, School of Business  
Oklahoma City University  
Oklahoma City, Oklahoma

Discussion

All participants

Afternoon Session - 1:15 to 4:30

Presiding Officer - T. A. Blakely

Keys to Successful Leadership

Stewart Harral, Director of Public  
Relations Studies and Professor of  
Journalism, University of Oklahoma  
Norman, Oklahoma

Discussion

All participants

FRIDAY - NOVEMBER 18, 1960

Morning Session - 8:30 to 12:00

Presiding Officer - S. S. Solick

Practical Management

J. E. Tromer, Chief  
Personnel Branch  
Central Administrative Area Division  
Agricultural Marketing Service  
Chicago, Illinois

Discussion

All participants

Afternoon Session - 1:15 to 3:00

Presiding Officer - S. Widener

Summary and Evaluation

E. H. McIlvain

Committee Reports

Presentation of Certificates



## BACKGROUND MATERIAL ON TAM WORKSHOP SPEAKERS

### Wilson J. Bentley

Mr. Bentley is Professor and Head, School of Industrial Engineering and Management, College of Engineering, Oklahoma State University. He was born in Yukon, Oklahoma in 1916. He has a B.S. in Industrial Engineering and an M.S. in Industrial Engineering and Management from Oklahoma State University. His experience embraces employment with Midwestern Engineering and Construction Company, Planning and Methods Engineers with the Wilson Company, and Consultant to oil production and commercial firms in the United States, Canada, and Europe in the fields of management, organization, personnel, job evaluation, and methods improvement. He is a Registered Professional Engineer in Oklahoma and a member of several significant societies and organizations. He has written numerous articles in his field for technical magazines.

### Stewart Harral

Mr. Harral is the Director of Public Relations Studies and Professor of Journalism at the University of Oklahoma. He is a native Oklahoman, having been born in Calera. He holds a B.S. from Southeastern State College at Durant and an M.S. in Journalism from the University of Oklahoma. He has also taken graduate work at the University of Iowa and Columbia University. He is experienced in many phases of public relations, has served as consultant and lecturer to many groups including the National Super-Market Institute, the National Aviation Clinic, the National Retail Credit Association, the National Federation of Women's Clubs, the American Petroleum Institute and others. He is a recognized author of eight widely read books and holds membership in a number of organizations directly related to his field of work.

### C. B. Wentz

C. B. Wentz was born at Hanover, Pa., and was graduated from Hanover High School. He then attended Lehigh University at Bethlehem, Pa., and received his degree in chemical engineering from that school in 1937. Mr. Wentz joined Continental Oil Company in 1938 at Ponca City, Oklahoma as a helper in the mechanical testing laboratory. In 1939 he transferred as a clerk to the production department where he became proration engineer in 1946. Transferring to Houston in 1950 as Chief Proration Engineer, Mr. Wentz was promoted in 1952 to manager of the coordinating and planning department and in 1955 became assistant general manager of the company's southern region. He has been in his present position as Director of Organization Planning for two years.

### Willis J. Wheat

Mr. Wheat is Professor of Management and Dean, School of Business, Oklahoma City University. He is a native Oklahoman having been born in Oklahoma City. He attended Classen High School in Oklahoma City and is a graduate of Oklahoma State University. He has had teaching experience at Oklahoma State University as well as Oklahoma City University. He is a veteran of World War II and the Korean Conflict and is a member of many civic and professional organizations in Oklahoma and the Southwest.

John E. Tromer

Mr. Tromer is Area Personnel Officer, Central Area Administrative Division, Agricultural Marketing Service, Chicago, Illinois. He was born in Kansas and attended Colorado State University at Fort Collins, Colorado, where he majored in Forestry. He entered Federal service in 1933 and has had experience with the following agencies: U. S. Forest Service; War Department; Inspection Personnel Administration; Director of Personnel, Office of Military Government for Germany; Regional Personnel Officer, General Services Administration and Area Personnel Officer, Agricultural Marketing Service, which position he now holds. Mr. Tromer is married and has two young sons and has been Chairman of the Federal Personnel Council of Chicago.

Maurice P. Ward

Mr. Maurice P. Ward is Director, Central Area Administrative Division, Agricultural Marketing Service, Chicago, Illinois. Mr. Ward was born in Iowa and attended Columbus University in Washington, D. C. and the University of Chicago, Chicago, Illinois. He entered Federal service in 1935 in the Resettlement Administration, a predecessor of today's Farmers Home Administration. Mr. Ward has worked in various administrative capacities in Washington, D. C., Kansas City and Chicago, and has held his present position since December, 1953. He is married and has two children, a girl and a boy. His daughter is a freshman in college and his son, a freshman in high school. Mr. Ward has been Chairman of the Federal Personnel Council of Chicago, President of the Chicago USDA Club, and Chairman of the Chicago Regional Council of Federal Agencies.

George H. Orcutt

Mr. Orcutt is Personnel Development Supervisor for Southwestern Bell in Oklahoma City. Mr. Orcutt started to work for the Telephone Company in 1945. He has held various positions in the Commercial Department, including Staff Assistant, Manager and District Manager. He has attended various executive seminars and training programs conducted by the Telephone Company. Most recently he was in charge of an economics and leadership seminar for Telephone Company Management people at Oklahoma State University. Mr. Orcutt attended public school in Oklahoma City and graduated from High School and Jr. College at the Oklahoma Military Academy in Claremore, Oklahoma. Currently he is attending management courses at Oklahoma City University. During World War II Mr. Orcutt served as a First Lieutenant of Cavalry with the 3rd Army in Europe. He is past president of the American Business Club in Oklahoma City. He is married and has two children.

J. Q. Smith

Mr. Smith is President Emeritus of Oklahoma City University and holds several college degrees: A.B., B.S., M.A., D.D., LL.D., Litt. D., L.H.D. Mr. Smith is a native of Texas and is known as a farmer, educator, minister, lecturer, and author. He has been Superintendent of Schools at Memphis, Texas, Pastor of leading churches in Texas, President of McMurry College, Abilene, Texas, Vice President of SMU, Dallas, District Superintendent, St. Louis, Mo., President of Oklahoma City University from 1941 through 1957, Chancellor from 1957 through 1960 where he made a great University out of a small college. Mr. Smith also built, organized, and was the administrator of the great 400 bed Harris Hospital in Ft. Worth, Texas.

Max P. Reid

Mr. Reid is Assistant Director, Office of Personnel, United States Department of Agriculture. He was born and raised in Logan, Utah, and graduated from Utah State College with a B.S. in Economics and Political Science in 1940. He has done graduate work at American University in Washington, D. C., while holding a job for USDA in Bureau of Agricultural Economics as a Research Assistant. In 1943 he was employed by the Office of Personnel, Employment Division, and in 1954 became Chief of the Department Employment Division. He assumed his present position in 1957.



REPORT OF THE EVALUATION COMMITTEE  
TAM WORKSHOP  
Oklahoma City, Oklahoma  
November 14 - 18, 1960

The Evaluation Committee met on Monday morning, November 14, 1960. R. M. Baker (FS) was elected Chairman of the committee, and M. L. Marshall (AMS) was elected Recording Secretary. The purposes and duties of the Evaluation Committee were discussed and the committee decided to use an evaluation form.

Each member of the Work Shop was given an evaluation form on Wednesday to be completed and turned in at the close of the Thursday afternoon session. The form was designed to evaluate the effectiveness and value to the group, of the subject and material presented by each guest speaker. Informal expressions received from Work Shop participants were also noted and incorporated in this report. The report forms were studied and are summarized below.

The committee met during the noon hour on Friday, November 18, 1960, and formulated its comments for the written evaluation report.

Before summarizing the evaluation report, we should look at suggested topics, managerial needs, characteristics and problems as indicated by the participants in a Pre-Work Shop Questionnaire. These are shown below, listed in order of frequency.

A. Topics recommended for discussion

1. Personnel and employee relations
2. Personal development
3. Delegation of authority and responsibility
4. Personnel rating
5. Incentive programs
6. Work planning and organizing
7. Recruiting
8. Communications

B. Knowledge and skills needed to become better managers

1. Communications
2. Employee relations
3. Management techniques
4. Programs, policies and objectives of organization
5. Methods of planning
6. Employee evaluation

C. Major needs to become better managers

1. Management discussions and training sessions
2. Good employee relations
3. Confidence
4. Ability to delegate
5. Communications
6. Personal development

D. Most Important managerial characteristics

1. Good employee relations
2. Knowledge of job
3. Ability to delegate
4. Recognize and utilize employee assets
5. Ability to make decision
6. Ability to plan
7. Ability to communicate

E. Biggest managerial problems

1. Employee relations
2. Public relations
3. Delegation
4. Making decisions
5. Planning
6. Recruiting
7. Coordination of unit efforts

With these pre-Work Shop conceptions on the part of the participants as a background, the following summary of the Evaluation Forms shows even more clearly the high degree of success attained by the Work Shop:

A. All participants agreed unanimously that the material presented was as indicated on the Agenda.

B. Methods of presentation was evaluated as follows:

26% - presentation adequate  
43% - desired more discussion  
22% - desired more films  
1% - desired more lectures

C. Background of speakers were evaluated as follows:

40% - representation adequate  
45% - desired more speakers outside USDA  
15% - desired more speakers inside USDA

D. All participants agreed unanimously that the Work Shop was practical and worthwhile.

E. Values received from the Work Shop in order of their frequency are as follows:

1. Communications
2. Personnel relations
3. Self development
4. Management
5. Planning
6. Understanding USDA
7. Training

A concise summation of the above responses would be that all participants agreed that the goals of the Work Shop were met and that the practicability and value of the Work Shop met or exceeded all expectations.

A few constructive criticisms were made during the course of the Work Shop and are summarized below:

1. The pre-Work Shop questionnaire should have been sent out earlier to provide an opportunity for the answers to effect the program as might be indicated.
2. The meeting should be held closer to the center of town to provide a better choice of eating places and amusement after hours, or, if such is more desirable, be located at a remote distance from urban facilities. Perhaps the latter would be more valuable in fostering more after-hour fraternization among participants.
3. Class room facilities were good, but better ventilation would have been desirable. It would also be desirable to have space available for small group discussions.
4. Presiding officers should insist on persons standing when addressing the speaker or group. This insures recognition of the person and understanding of what he has to say.
5. The caliber of the speakers was extremely high, and presentations were, for the most part, excellent. For this reason, evaluation of the individual speakers is virtually impossible. It was, however, generally agreed that Dr. Smith's talk at the Tuesday Breakfast Session was the inspirational high point of the Work Shop.

Group participation was generally invited and was generously entered into. Not the least of the values derived from the Work Shop was the fellowship enjoyed by the participants, and the intangible benefits received from this fellowship.



## REPORT OF ADVISORY STEERING COMMITTEE

The Advisory Committee worked with the director and other members of the Steering Committee responsible for direction of the Oklahoma TAM Workshop. This involved liaison services in arranging for transportation of speakers and arranging for their accommodations where necessary.

The Committee also worked with members of the Steering Committee in arrangement of physical facilities in the conference room to provide for greater participation in the buzz sessions by participants. We also worked with the director in an attempt to improve ventilation and make the participants more comfortable during each session.

In cooperation with members of the Steering Committee headquartered in Oklahoma City a group picture was taken and in turn sold to each of the individual participants.

At the close of the Workshop the Advisory Committee assisted in dismantling equipment and assuring that all material and equipment was returned to the proper agency.



OKLAHOMA TAM WORKSHOP - November 14 - 18, 1960

REPORT OF INFORMATION COMMITTEE

The information committee met on November 14, 1960 to elect officers and make plans for distributing information on the TAM Workshop.

The following personnel were elected:

Chairman: Mr. Thomas L. Abshire, SCS, Stillwater, Oklahoma

Secretary: Mr. Artle B. Spencer, AMS, Poultry Division, Oklahoma City, Okla.

Mr. B. E. Watts, FS, Heavener, Oklahoma was chosen to operate the projector for showing films that were selected at this TAM Workshop.

Messrs. S. Widener, FHA, Stillwater, Oklahoma, H. R. Prevett, SCS, Chickasha, Oklahoma and Dr. D. C. Thompson, Veterinary Livestock Inspector, Oklahoma City, Oklahoma (ARS), were elected as publicity and contact personnel to work with radio, television and news editors. On November 14, 1960 this group worked with the above agencies and an interesting article appeared in the Daily Oklahoman November 15, 1960. Also, a spot announcement was given on the local radio and television stations.

November 15, 1960 an instructive educational film on management was shown to the TAM Workshop group.

November 17, 1960 two films were shown to the TAM Workshop group "The Agriculture Story" and "The Eye Of The Beholder".

In addition to above on November 10, 1960, a very lengthy and informative article appeared in the Oklahoma City paper as a forerunner of the meeting.

Following the close of the Workshop the committee assisted in dismantling equipment and arranged for return of films, projectors, etc.



IF YOU WORK FOR A MAN, in Heaven's name, WORK  
for him. If he pays you wages which supply you  
bread and butter, work for him; speak well of  
him; stand by him and stand by the institution  
he represents. If put to a pinch, an ounce of  
loyalty is worth a pound of cleverness. If you  
must vilify, condemn and eternally disparage --  
resign your position, and when you are outside,  
damn to your heart's content, but as long as you  
are part of the institution do not condemn it.  
If you do that, you are loosening the tendrils  
that are holding you to the institution, and at  
the first high wind that comes along, you will  
be uprooted and blown away, and probably will  
never know the reason why.

Elbert Hubbard  
Author of "A Message to Garcia"



## THE ART OF GETTING ALONG

Sooner or later a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take... He learns that it doesn't pay to be a sensitive soul, that he should let some things go over his head like water off a duck's back...

He learns that he who loses his temper usually loses out. He learns that all men have burnt toast for breakfast now and then, and that he shouldn't take the other fellow's grouch too seriously... He learns that carrying a chip on his shoulder is the easiest way to get into a fight... He learns that the quickest way to become unpopular is to carry tales and gossip about others, and about his work... He learns that buck-passing always turns out to be a boomerang, and that it never pays.

He comes to realize that the farms, his job, his business or the community could run along fairly well without him... He learns that it doesn't matter so much who gets the credit so long as the books show a profit... He learns that the hired help are human too and that it doesn't do any harm to smile and say "Good Morning", even if it is raining.

He learns that most of the other fellows are as ambitious as he is, that they have brains that are as good or better, and that hard work and not cleverness is the secret of success... He learns to sympathize with the youngster going into business because he remembers how bewildered he was when he first started out... He learns not to worry when he makes a wrong decision, because experience has shown that if he always gives his best, his average will break pretty well... He learns that no man ever got to first base alone, and that it is only through cooperative effort that we move on to better things.

He learns that his competitors and business contacts are not monsters, but that they are usually fine men who have succeeded through hard work and who want to do the right thing... He learns that folks are not any harder to get along with in one place than another, and that the "getting along" depends about ninety-eight per cent on his own behavior. He learns that a wholesome attitude toward life and a willingness to help those less fortunate pay dividends. He learns that the milk of human kindness and the doctrine of fair play will apply anywhere.

For in the central part of your heart there is a wireless station; so long as it receives messages of beauty, hope, cheer, courage, grandeur and power from the earth, from your fellowmen and from the Infinite, you will remain young; but when the central part of your heart is covered with the snows of pessimism and the ice of cynicism then you are growing old indeed and may God have mercy on your soul.

Quoted in a talk by John Bicket  
Illinois State Director Federal  
Crop Insurance Corporation



## TWO DOZEN IDEAS FOR EFFECTIVE ADMINISTRATION

1. Emphasize skill, not rules, in your organization.
2. Set a high standard for your organization.
3. Know your subordinates and try to determine what is important to each.
4. Try to listen thoughtfully and objectively.
5. Be considerate.
6. Be consistent.
7. Give your subordinates objectives and a sense of direction.
8. Give your directions in terms of suggestions or requests.
9. Delegate responsibility for details to subordinates.
10. Show your staff that you have faith in them and that you expect them to do their best.
11. Keep your subordinates informed.
12. Let your assistants in on your plans at an early stage.
13. Ask subordinates for their counsel and help.
14. Give a courteous hearing to ideas from subordinates.
15. Give your subordinates a chance to take part in decisions.
16. Tell the originator of an idea what action was taken and why.
17. Try to let people carry out their own ideas.
18. Build up subordinates' sense of the values of their work.
19. Let your people know where they stand.
20. Criticize or reprove in private.
21. Criticize or reprove constructively.
22. Praise in public.
23. Pass the credit on down to the operating people.
24. Accept moderate "griping" as healthy.



## MORALE

	THINGS THAT DESTROY MORALE	EFFECTS ON EMPLOYEES	SUGGESTIONS FOR IMPROVING
1	Showing favoritism or prejudice.	Loss of confidence and loyalty. Resentment.	Be impartial. Be a square-shooter. Play no favorites.
2	Supervisor ignorant of his job, or of job of subordinate.	Loss of respect and confidence.	Master your job completely.
3	Failure to train subordinates.	Lessened efficiency. Loss of time and money.	Study training needs and develop your employees.
4	Driving instead of leading. Use of threats.	Lack of cooperation. Poor results.	Be firm but considerate. Set a good example in all things.
5	Public criticism. Tactlessness in correcting mistakes	Creates antagonism. Destroys initiative.	Remember it is human to make mistakes. Discuss and correct privately.
6	Lack of patience.	Discourages subordinates. Won't get results. Afraid to come to supervisor.	Develop self-control. Put yourself in other's place
7	"Passing the buck". Shirking responsibility.	Loss of respect creates contempt.	Fully assume responsibility. Take the blame if due. Never pass the buck.
8	Over-bearing "high-hat" supervision. Unapproachable.	Creates uneasiness, uncertainty and resentment.	Be human and reasonable, natural and friendly. Smile.
9	Unwilling to take suggestions.	Kills initiative. Loses benefit of valuable ideas.	Be receptive. Encourage constructive thinking.
10	Ignoring complaints.	Perpetuates discord.	Promptly adjust grievances.
11	Failure to give credit. Taking credit when not due.	Lack of incentive kills initiative and cooperation. Resentment.	Give credit when due. Commend good work.
12	Lack of consideration or interest in subordinates.	Breeds indifference toward the job.	Always think of the employee's welfare.



Over a period of time, various principles of management have been evolved. A principle formulates an established trend and can be defined as a fundamental statement providing a guide to action. The fundamental statement applies to the series of phenomena under consideration and signifies what results to expect from a certain course of action. The use of principles helps to bring about desired actions and to avoid fundamental mistakes.

1. **PRINCIPLE OF PERSONNEL:** Maximum organization effectiveness requires effective personnel placement; each individual should be carefully selected and placed so that the requirements of the job and the make-up of the individual represent the best possible combination.
2. **PRINCIPLE OF PLANNING:** Planning should take place before doing; most individual and group efforts are made more efficient by determining before any operative action takes place what shall be done, where, when, how, and who shall do it.
3. **PRINCIPLE OF COMMUNICATION:** All members of an enterprize wish to be kept informed; it is the responsibility of the manager to receive and to answer the employee questions in an understandable manner and to let his group know what is trying to be accomplished, how, where, and why.
4. **PRINCIPLES OF TRAINING:** Training is in the nature of a development of people and is a continuous requirement in most enterprizes; it offers the means of increasing an employee's efficiency on a present job and of qualifying for a better job.
5. **PRINCIPLE OF INSTRUCTIONS:** Complete instructions aid in obtaining uniform execution of common tasks and in reducing the amount of controlling.
6. **PRINCIPLE OF EXCEPTION:** Managerial control is greatly expedited and increased by concentrated attention upon the significant exceptions to the expected result.
7. **PRINCIPLE OF DECISION MAKING:** Effective and sustained managerial activities require decision making; there is no adequate substitute for it.
8. **PRINCIPLE OF RESEARCH:** To inform, to help orient, and to point out areas for improvement are cardinal contributions of research to management personnel.

that have been used to inform us about our world, and that is what we mean by science. But it is also true that science is not the only way to understand the world. There are other ways to understand the world, such as religion, philosophy, and art. These are also important parts of our culture and history.

One of the most important ways to understand the world is through science. Science is a method of inquiry that uses observation, experiment, and theory to explain how things work. It is a way to understand the world that is based on evidence and reason. It is a way to understand the world that is based on facts and data. It is a way to understand the world that is based on logic and reasoning.

Science is not the only way to understand the world. Religion, philosophy, and art are also important ways to understand the world. They provide different perspectives and insights into the world. They help us to understand the world from a spiritual or philosophical perspective. They help us to understand the world from a creative or artistic perspective.

Science is a way to understand the world that is based on evidence and reason. It is a way to understand the world that is based on facts and data. It is a way to understand the world that is based on logic and reasoning. It is a way to understand the world that is based on observation and experiment. It is a way to understand the world that is based on theory and prediction. It is a way to understand the world that is based on cause and effect. It is a way to understand the world that is based on cause and effect.

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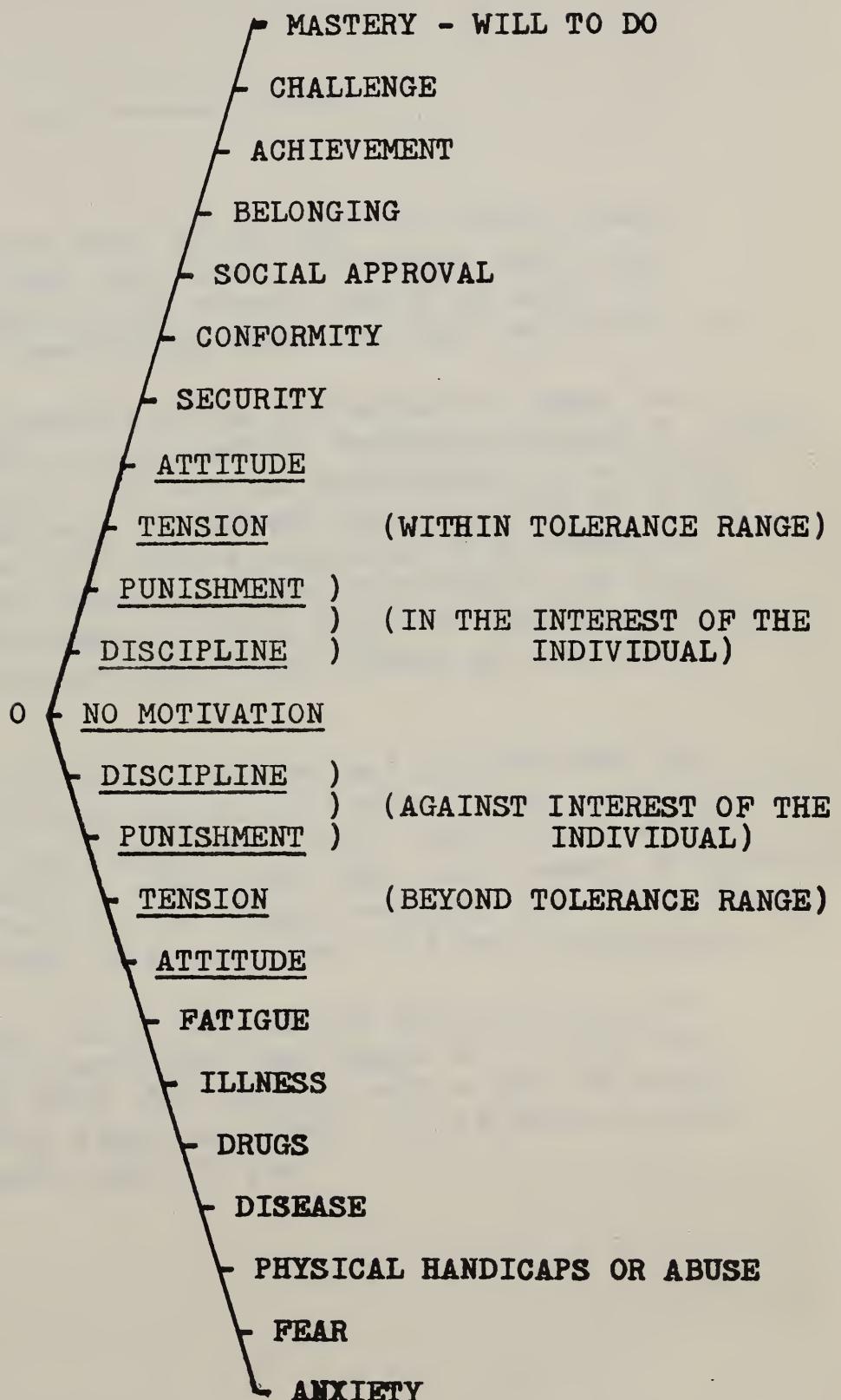
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## POSITIVE AND NEGATIVE MOTIVES

+  
MOTIVES



-  
MOTIVES



## HOW SCATTERBRAINED ARE YOU ? ? ?

Here's a scientific test that will tell you a lot about yourself -- and what's more, it's fun to do!

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There is still a good deal of pro and con about modern psychology, but it has one lively advantage over other sciences: psychologists are always coming up with new tests that can be fascinating when used for self-analysis.

One of the most ingenious we've run across in some time is the Proverbs Test, developed by Professor Donald R. Gorham of Baylor University. In serious application it measures emotional attitudes and vocational aptitudes and is a key to personality traits. Over a period of five years he sifted series after series of interpretations, and found he could spot such characteristic types as the Scatterbrain, the Practical Person and the Moral Person by the answers people gave.

The full test includes 40 proverbs and is published by Psychological Test Specialists exclusively for psychologists. Professor Gorham has prepared a short ten-proverb version for THIS WEEK readers. Naturally this test cannot be expected to have the accuracy of the longer version, but it is fun to take and should lead to a good deal of lively discussion.

Here are the rules: Read each of the ten proverbs and check off the interpretation that seems to you the most logical. Keep in mind that this is not a test in which you are necessarily right or wrong. It is more a matter of what the proverbs mean to you.



## WHAT YOUR ANSWERS TELL ABOUT YOU

THE MOST LOGICAL INTERPRETATIONS OF THE FOREGOING PROVERBS ARE THE 3 AND 9 CHOICES.

IF YOU SCORED SEVEN OUT OF TEN, YOU ARE NORMAL IN YOUR PERCEPTION, IN YOUR ABILITY TO INTERPRET SUBTLETIES OF SPEECH AND THOUGHT.

IF YOU SCORED EIGHT OUT OF TEN, YOU ARE SHARPER IN COMPREHENSION THAN MOST.

NINE OUT OF TEN INDICATES THAT YOU ARE EXCEPTIONALLY WELL-ROUNDED AS FAR AS GRASP OF IDEAS IS CONCERNED.

TEN OUT OF TEN? YOU'RE A PHILOSOPHER!

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ANSWERS 1 AND 8 ARE APT TO APPEAL TO THE PRACTICAL-MINDED PERSON.

IF YOU CHECKED ONE 1 OR 8 ANSWER, IT IS A HINT THAT YOU HAVE A PRACTICAL STREAK IN YOUR NATURE. TWO SUCH ANSWERS INDICATE A RATHER DISTINCTLY PRACTICAL NATURE, AND THREE WOULD SUGGEST THAT PRACTICALITY IS YOUR OUTSTANDING CHARACTERISTIC.

ANYTHING MORE THAN THREE WOULD BE A SIGNAL TO TAKE STOCK OF YOURSELF, FOR IT WOULD SEEM THAT YOU CARRY PRACTICAL-MINDEDNESS TO AN EXTREME THAT COULD MAR YOUR ENJOYMENT OF LIFE.

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ANSWERS 2 AND 6 ARE SCATTERBRAIN CHOICES. THEY APPEAL TO THE PERSON WHO, DELIGHTFUL AS HE OR SHE MAY BE, CANNOT OR WILL NOT CONCENTRATE, OR CHECK HIS THINKING FOR ACCURACY.

HIS MIND FLITS FROM ONE IDEA TO ANOTHER WITHOUT DISCIPLINE.

IF YOU PICKED ONE 2 OR 6 IT CANNOT MEAN MUCH, BUT IF YOU PICKED TWO IT HINTS AT LEAST THAT YOU HAVE A FRIVOLOUS STREAK.

THREE 2 OR 6 ANSWERS WOULD BE A REAL INDICATION OF SCATTER-BRAINEDNESS. FOUR OR MORE AND YOU'D BETTER THINK SERIOUSLY OF DISCIPLINING YOUR WHOLE OUTLOOK UNLESS YOU ARE CONTENT TO FLUTTER THROUGH LIFE LIKE A BUTTERFLY.



ANSWERS 4 AND 7 ARE THE CHOICES OF A DEEPLY MORAL PERSON. THIS IS THE MAN OR WOMAN WHOSE THINKING AND CONVERSATION ARE DOMINATED BY CONCEPTS OF GOOD AND EVIL. HE IS VERY LIKELY TO JUDGE OTHER PEOPLE ON THE TERMS OF HIS OWN RIGID MORAL PRINCIPLES.

ON THE PROVERBS TEST, HE CAN EASILY BE ATTRACTED TO AN INACCURATE ANSWER MERELY BECAUSE IT SEEKS LIKE SUCH A NOBLE SENTIMENT.

IF YOU HAVE PICKED ONE 4 OR 7 ANSWER YOU PROBABLY SHOULD BE CONGRATULATED FOR HAVING A SOUND MORAL STREAK IN YOUR CHARACTER. BUT IF YOU PICKED TWO, YOU MAY BE A LITTLE MORE RIGHTEOUS THAN NECESSARY.

THREE 4 OR 7 ANSWERS COULD BE A WARNING TO LOOSEN UP A LITTLE BEFORE YOU MAKE ALL YOUR FRIENDS UNCOMFORTABLE.

FOUR OR MORE SUCH ANSWERS SHOULD BE A HINT THAT YOU MAY NEED SOUND SPIRITUAL ADVICE. EVEN RIGHTEOUSNESS CAN BE DANGEROUS WHEN CARRIED TO EXCESS.



## INNOVATION AND CREATIVITY IN MANAGEMENT

Wilson J. Bentley, Professor & Head  
School of Industrial Engineering  
& Management  
Oklahoma State University

The title of this session is one that might be termed, "a sleeper". It appears to be an easy subject to discuss -- and obviously a desirable one. Akin to the subjects of motherhood, flag, bravery and patriotism, we are in favor of it and need more of it. After this, what else can one say about Innovation and Creativity in Management? One of my staff members (who is sort of a smart aleck) told me -- "innovate and create a little yourself".

Let us take the academic approach -- and, in this case, I think that it is the best one -- and try to determine just what innovation and creation really is. One's first thought is that the terms connote the evolution of something completely new -- the elements of which are also previously unknown. (By the way, I shall take a practical liberty with the two words, innovation and creativity, and use them interchangeably). Must the resultant -- and the elements -- be completely new for one to have created something? If so -- we can put the words in a time capsule and bury it. There will be little use for the word as there seems to be very few resultants which are composed of new elements and are also, themselves, new. For example, Pasteur did not invent the contagion of diseases, which was known by all doctors, or create the life of the infinitely small organism, which had been studied since Spallanzani; he only brought these two classes of phenomena together and recognized the relation which joined them to each other. Without knowing these facts, he would not have been able to make discoveries. Similarly, Lavoisier did not invent the scales;



they had often been used before his time. All the alchemists who had extracted metals from ores had determined by weight the efficiency of their operations. All physicists knew the weight of gases. It was only for him to bring these two facts together in order to recognize that the increase in the weight of metals calcinated by the air is related to the absorption of a gas - oxygen. This discovery was ripe, Lavoisier had only to collect it.

It is the same in industry; the making of steel on an open-hearth was developed from a combination of the work of Reaumur on the refining of cast iron, known for more than a generation, with a new method of heating invented by Sir William Siemens. For the invention of the incandescent mantle, Auer von Welsbach started from the work of Clamond on magnesium wire and made an improvement by substituting impure thorium oxide for the magnesium. These sequences are such that there is no industrial invention for which lawyers are not able to find prior disclosures. For the same reason, those who want to detract from the glory of great scientists, or of great writers, or of great painters, find it very easy to accuse them of plagiarizing.

Practically all the great innovators used the knowledge established by others to make their own creations. In fact, there are many records of simultaneous inventions, as well as, independent and unknowing reinvention of an already accomplished creation. On February 16, 1876, two descriptions of an invention for "transmitting vocal sounds telegraphically" were filed in the U. S. Patent Office. Alexander Graham Bell, of Salem, Massachusetts, and Elisha Gray, of Chicago, Illinois, were the applicants. It was necessary to determine the precise hour that each was filed. Bell, as everyone knows, was finally awarded the patent.



We call Bell the creator of the telephone. Was he any more the creator than was Gray? The basic factor, then, is that each resultant of creativity involves a new association of existing elements -- as far as the creator himself is concerned.

If you will accept this description of creativity, we will find that there are many more of us included in the classification of "innovator" or "creator". The husband who breaks the news of an impending poker party in such a manner that his wife thinks he deserves a night out is certainly creative. The wife who uses ground beef in different and attractive ways is also creative. The farmer who "makes do" with the materials at hand is another example. The manager who makes a change in assignments to obtain more productivity is equally creative. It must be concluded that creativeness is not a rare gift to the few, but rather is an ability which is possessed by many.

Perhaps it is time to formalize a set of definitions which more or less summarize these thoughts up to this point.

1. A creator is one who achieves a combination of existing elements that is new as far as he is concerned.
2. A creation is the resultant of this new combination.
3. To create may be simply to combine existing (or new) elements in new ways.

We can conclude that we all have creative talent and are using it in varying degrees -- if only in unobtrusive or socially acceptable ways. One might go a little further and say that, actually -- all thinking is mentally directed creativeness.



To follow this thought a moment, we can say that -- we think only when we wish to achieve a conclusion that, by implication, did not exist before. Thus -- the thinking process, itself, requires the generation and appraisal of new associations. The conclusion of this process, when it is reached, is the creation we consider to be the best possible one under existing circumstances.

What does this rather academic discussion have to do with creativity and innovation in management? Just this -- Management is a creative activity. The activity of managing is as creative as painting a portrait, writing a song, or sculpturing a statue. The difference is this: the portrait, or the song, or the statue is finished at some definite point. On the other hand, active management reaches no such point of completion. The creator (manager) must forever keep on creating and improving his creation (successful pooling of ideas, people and things) and his creative ability. Why? There are many reasons, but one principal one is that: there is a fellow coming up who would like to have your job !

Now that the discussion has turned to the process of managing, it would be well to describe my concept of what the activity of managing really is. This is it:

Management is the activity of maintaining a system-of-coordination of human activities.

Seriously consider all the things that one does while performing his duties as a manager in an organization. With proper analysis, it is difficult to classify ones acts any differently than -- those acts deemed to be necessary to maintain the system of coordination of human activities. The acts of communicating tomorrow's assignments to a supervisor are



obviously designed to assure coordination, etc., in order to prevent chaos and to obtain results. If a product is produced and sold properly, the organization continues. The manager who "smooths over" a difficult personnel situation is trying to assure the maintenance of the system. Checking the production record of an individual is not basically designed for possible punitive action. It is rather to assure the success of the organization (which is the system-of-coordination). Thus, creativity and innovation become the prime prerequisites of successful management -- finding ways to maintain the system of coordination.

During the balance of this discussion, I will make a series of about six statements about areas and situations in the management process, which reflect the necessity for creativity and innovation. Each is worthy of lengthy discussion and, as time permits, they will be explored.

- A. The first is this: To organize your own work - or the functions of your own section -- is practicing creativity and producing innovations. Anyone who has been confronted with the necessity of aligning the functions in a new organization -- or making a realignment of the functions in an existing organization -- has gone through the difficult throes of creating a "new" organization structure. Those who have been "given" new employees to place in an existing organization know the search that must be made to find the best combination. After the new people have been placed in the unit, a completely new organization is born. There are new combinations of likes, dislikes, and abilities that never existed before. Finding the best combination of functions - or people - is innovation of the highest order.



- B. The effectiveness of an organization (large or small) depends almost entirely upon the creation (invention) or adoption of innovations of specializations as to time, manner, place, personnel, etc. The primary aspect of this is the analysis of purpose, the recognition of the limiting factors, and the alternatives available to accomplish the purpose. This is probably the most difficult aspect of managing.

One of the most disturbing questions that can be asked of a group discussing a problem is: "What the heck are we trying to do?". In the attempt to solve knotty problems, the objective is too often forgotten. The crystallization of objective often brings the group back "into line". The recognition of the limiting factors is the clearing away of the smoke that often hides possibilities for problem solution. When these limiting factors are isolated, it is then possible to innovate alternatives for consideration.

- C. Innovation is not necessarily the creation of a completely new product or action. It is more ordinarily a new combination of known techniques or elements which produce a unique product to overcome a particular limiting factor. This statement is closely related to the preceding discussion, but is worthy of specific mention.
- D. Finding and using new methods of persuasion or motivation is another form of creativity and innovation. What manager has not, at some time, made the statement, "I know that John Jones can do the work if he just wanted to"? If an organization is unable to afford incentives which are adequate to obtain the necessary



actions of persons, it will go out of existence. It will do this unless it can, by persuasion, so change the desires of enough men that the incentives it can offer will be adequate. Persuasion, in this sense, includes: (a) the rationalization of opportunity; (b) the inculcation of motives; and the creation of coercive conditions. Each of these, (a), (b) and (c), require all the creativity and innovating ability that the manager can muster.

- E. It is the manager's job to create an organization and environment, or other vehicle, that will allow the maximum use of the employee's abilities (within the purposes of the organization). Most aspects of this statement are fairly obvious and equally obvious is it that creativeness is needed. The social environment is one phase that is often missed and may be difficult to innovate and control. For instance, an environment of approval is difficult to establish and maintain. How does one establish the feeling that, what the employee says (and thinks) is worthwhile? Yet, at the same time, it is necessary to retain control so that you don't have such a "happy ship" that nothing is produced. This takes creative ability! To state these thoughts in another way: The manager must be able to see the needs of the enterprise -- and of individuals -- then make the best combination of circumstances in order to optimize the fulfillment of these needs.

- F. A different viewpoint to take is the following statement: One of the evidences of a good subordinate is that he can (and does) find ways to make his boss' job easier. If the subordinate can anticipate the needs of his boss, takes responsibilities on his own accord, takes action when action is required, he not only



makes his boss' job easier, but enhances his own possibilities for advancement. This is innovation and creativity in management also !

It is believed that the examples discussed indicate the amount and degree of creativity and innovation involved in the process of managing. In my opinion, there is no "sure fire" road to creativity. To publish a directive that "all managers will be creative" is as useless as the famous World War II order of: "There has been too much sickness in this outfit. From this date forward, there will be no sickness"! One might say that you have to be creative -- to be creative! To be productive in the areas discussed, one must study the real basic fundamentals of the managing process; one must study the fundamentals of organization; then, one must think in terms of objectives and people. Then, with an unbiased mind, approach the specific problem and line it up for comparison with the principals of organization, purpose, and management. The alternatives of action then will appear and almost speak for themselves. To summarize the manager's job, one can say that:

The manager finds channels through which others can achieve their objectives (which are compatible with the organization purposes). He creates the economic environment and the social environment in which the subordinate can perform his job.



## SUGGESTIONS FOR THOSE WHO INTRODUCE WORKSHOP SPEAKERS

### I. BEFORE THE SPEAKER APPEARS ON THE PROGRAM

1. Meet the speaker at a designated place.
2. Check on accommodations (for family also if needed).
3. Furnish transportation if needed.
4. Arrange for meals, if appropriate.
5. Obtain name tag for speaker.
6. Arrange for necessary props.
7. Assure that rostrum is in order.
8. Know how to properly pronounce his name.
9. Become familiar with background.
10. Advise speaker of any particular characteristics of audience such as hostility, problems, etc.
11. Ascertain that speaker knows time allotted for speech and for subsequent discussion or question and answer period.
12. MAKE SPEAKER FEEL HE'S A "VIP".

### II. KEY POINTS FOR THE INTRODUCER TO OBSERVE IN DOING HIS JOB.

1. Speak clearly.
2. Be brief, 2 or 3 minutes, but not too brief.
3. Don't talk about yourself.
4. Don't read more than absolutely necessary.
5. Don't smoke while making introduction.
6. Give audience qualifications of speaker.
7. Pronounce speaker's name distinctly.
8. Don't say, "I give you Mr. So-and-So."
9. Don't use excessive humor.
10. Don't infringe on speaker's subject.
11. Don't eulogize, belittle or patronize speaker.
12. Give speaker's name last.
13. Remain standing until speaker reaches podium.
14. Start applause.

### III. TECHNIQUES FOR HANDLING THE DISCUSSION OR QUESTION PERIOD.

#### a. The Buzz System.

Divide audience into groups of 5 or 6 persons each; take a short break; each group formulate several questions to be propounded to speaker.

#### b. General question and answer session, introducer should:

1. Have knowledge of subject and speaker.
2. Have questions "planted".
3. Ask important, leading variety and discussion type questions.
4. Keep questions on the subject.
5. Ask only questions that are related to speech.
6. Moderate rather than lead discussion.
7. Encourage wide participation; discourage one person from asking too many questions.
8. Repeat question if apparent question not understood or heard.
9. Close discussion at proper time or sooner if questions lag too much or cease.



IV. THANKING THE SPEAKER WHEN HE'S THROUGH REQUIRES THAT THE INTRODUCER

(a) Listen carefully.

(b) Make mental or written notes of specific reasons why he can sincerely thank speaker, such as:

1. Time and effort in organization and preparation of speech.
2. Excellent delivery.
3. Creativeness as evidenced by novel ideas.
4. Forthright treatment of subject.
5. Coverage of subject.
6. Speaker's presence.
7. Interesting.
8. Informative.
9. Entertaining.
10. Original
11. Possible great sacrifice of valuable time.



If you believe the questions to be true, circle the T. If you believe the question to be false, circle the F.

T F 1. The people in an office who see things realistically are usually on the pessimistic side.

T F 2. When a supervisor has to criticize a person's work, it is a good idea to say something nice . . . favorable . . . friendly before getting into the criticism.

T F 3. A supervisor's relationship to a clerk who has little chance to further advancement is a great deal like that of a doctor to a patient who has little chance of surviving a serious illness. Usually the supervisor should not tell the employee what the true situation is.

T F 4. The "open-door" policy, inviting people to discuss things with the manager at any time, assures the communication of a good understanding of where people respectively "stand" in the office.

T F The smaller the group supervised--and the "friendlier" the supervisor is with his people--the more definite and complete is each employee's realization of "where he stands."

T F 6. When a supervisor must give disappointing news to someone unless that person is unstable and immature, a rational and logical approach to the problem will usually work in getting him to see your viewpoint.

T F 7. The installation of essentially the same job-evaluation plan has increased productivity in one company, but decreased it in another. This was because of the manner in which the plan was installed.

T F 8. Moderate amounts of anxiety among people in an office produce the maximum efficiency. Great anxiety frustrates people, but complete "serenity" causes a job relaxation incompatible with the objectives of getting the work done.

11. T-800 model parts will be pre-baked and sterilized every 90 days at 160 degrees Celsius for 2 hours and sterilized every

12. Identification symbols are also visible on all aircraft and all T-800 aircraft components and systems are

13. From a "warning" coloration or just instrumentation & tools are available. These publications are in hard copy and are consisting of small colored cards attached

14. All tool sets used in the assembly procedures are .08" to 1" to 10" with hand wrenches and adjustable wrenches of various sizes available in various sizes and one that has a set consisting of four blades consisting of three standard wrenches and one adjustable wrench.

15. Assembly of aircraft requires "cross-checking" with the following items and assembly will be required until the assembly "locks" - lockout signal similar to yellow/red light being a "no go" signal until the next assembly

16. Assembly (T-800) and Pre-Assembly covers are available with the following items included: assembly tools, assembly and disassembly tools, "shims" and "washers" to maintain clearances during assembly.

17. Assembly of aircraft requires "cross-checking" with the following items and assembly will be required until the assembly "locks" - lockout signal similar to yellow/red light being a "no go" signal until the next assembly

18. Assembly of aircraft requires "cross-checking" with the following items and assembly will be required until the assembly "locks" - lockout signal similar to yellow/red light being a "no go" signal until the next assembly

19. Assembly of aircraft requires "cross-checking" with the following items and assembly will be required until the assembly "locks" - lockout signal similar to yellow/red light being a "no go" signal until the next assembly

## MANAGERIAL GIVE AND TAKE

A manager is a generalist promoted from a specialist.

A manager has to acquire skills he did not need before and refrain from practicing those in which he once was expert.

A manager who has not learned the ABC's of Administration is not ready to practice the M's -- managing men, money, and materials.

One course in administrative management or a half dozen, will not make a manager an expert but it will help -- if he practices what he has learned.

A manager spends time foolishly instead of wisely when he spends it on work that could be done just as well (usually better) by other members of his team.

Letting team members do jobs in which he excels requires restraint and restraint is a virtue when practiced by managers.

The manager must realize he is not responsible for details but he is for the results.

Being human, a manager tends to place the greatest emphasis on the thing in which he is most interested but woe unto him if that is other than his organization goal.

In every organization there is a division of work -- the technical staff does the technical work, the clerks, the clerical -- the manager's job is to manage.

A thousand-dollar-a-month manager is worth just half that to his organization when he robs management time for technical and clerical details.

A manager's job is not the perfection of a single function or activity but the attainment and maintenance of a balanced relationship.

The earlier a manager gets smart to the fact that his job is to manage, the more fruitful his career will be -- the farther he can see on the horizon of opportunity for service -- a horizon not cluttered either by the foggy memory of his technical achievements or undue concern for the underbrush of current detail.

Blessed is the manager who knows where his organization is going and how to get it there, for "if the trumpet give an uncertain sound, who shall prepare himself to the battle."

A work horse must have oats and the wise manager knows human effort and material goods must be joined together if his organizational goal is to be attained.

Happy is the manager with many resources for operation, even though the problems of administration are increased.

The astute manager knows that his organization will thrive only as long as it provides satisfactions equal to or in excess of the resources for operation it receives.

The manager may be the keystone that holds together the technical and clerical operations in supporting the functional goal, or he may be just a big block at the top. Such a block rests heavily but not solidly on the other blocks of the organization. Removal may bring relief but not collapse.

The manager knows the power of an automobile comes from the motor, not the driver, and that if he insists on doing everything himself it is about as effective as pushing the auto without starting the motor.

If the manager thinks he is a big stick, let him see how strong he is compared with the collective bundle of his team and how much stronger both are when joined.

The manager is not so smart -- collectively his team knows much more than he does.

Regardless of his place on the organization chart, the manager and his associates share the same status -- Civil Servant. And the awareness of a common station is the leavening that gives his organization a "oneness" in its fellowship and a common goal.

The manager is not apart -- only a part of his team. Without the other members he would have nothing to manage.

The good manager is meek in his awareness that the product of his organization is an institutional product and not his personal product - only the empty head of grain does not bow.

A fair manager shares the glory of organizational attainment with his team -- there is enough for every member. The more he passes on to others, the more comes to him.

The wise manager knows there is no reward for finding fault -- that making criticism a compliment is a noble art. Pleasant words are as a honeycomb.

Happy is the manager who knowing the world is full of delightful variations and that there is more than one good way to do a thing, encourages curiosity and initiative on the part of his team and that makes them happy too.

A manager with vitality is not a "fanny" manager. He doesn't sit in his chair in the inner sanctum and let the problems come to him. He is the "open door" manager. His door is always open to his people and traffic through that doorway goes both ways. He walks through it to visit every member of his team in order to be both an informed and a concerned manager. He keeps his hands off their work by following the Golden Rule of delegation, "Delegate to your team as you would have your leader delegate to you."

But the Golden Rule is not good enough for a manager to practice. He must love his team members as himself. Any vicarious sacrifice he makes is offset by vicarious pleasure in the attainment of organizational goals that give job satisfaction to all members of the team, himself included.

The manager does not reach his highest point in service by discovering something that has already been created. He does it through creation and that only is his individual contribution. All the others are aped precedents.

A manager's job is transitory. He holds it only in trust. His greatest contribution is to improve what he is given to hold temporarily - to train successors who can take up the work where he leaves off and do it better. Blessed is the manager who develops managers while managing.

If the good work of a manager is to live after him, it will have to take root in other people. Except a grain fall to the ground and die, it cannot live again.

Blessed is the manager who has his head in the clouds but his feet on the ground.

Oklahoma TAM Workshop Evaluation

(Your frank answers to the following questions will enable the Committee to plan and conduct better Workshops--so tell us what you really think! Please don't sign this form.)

1. Was the material presented in the sessions what you expected from your advance copy of the agenda?
2. Should we have (1) more lectures? \_\_\_\_\_; (2) more discussion groups? \_\_\_\_\_; more films? \_\_\_\_\_
3. Should we use more speakers from outside the government or use more Department officials for speakers?
4. Has the material presented been practical? Theoretical? Over our heads?
5. Have you received training that will be of immediate value on your present job? List 3 or 4 such items:
6. TAM should have stimulated our desire for further self-development. What are your plans in this regard? How can the Department Personnel Office and/or your own agency help you in this effort?

Nov. 14-18, 1960



BOOKS ON LEADERSHIP DEVELOPMENT  
 SUGGESTED REFERENCE MATERIAL FOR TAM WORKSHOP PARTICIPANTS  
 November 14-18, 1960

American Assembly	The Federal Government Service; Its Character, Prestige and Problems	1954
Appley, Lawrence A.	Management in Action. Amer. Man. Assoc.	1956
Barnard, O. I.	The Functions of the Executive. Harvard Univ. Press	1954(?)
Bernstein, M. H.	The Job of the Federal Executive. Washington, Brookings Institute	1958
Black, James M.	How to Grow in Management. Prentice-Hall	1957
Burks, E. C. ed.	Human Relations for Management; The Newer Perspective. New York, Harper	1956
Columbia University Press	What Makes an Executive? Report of a round table.	1955
Dimock, Marshall E.	Administrative Vitality. Harpers	1959
Dooher, M. J., ed.	Effective Communications on the Job. Amer. Man. Assoc.	1956
Dooher, M. J., ed.	Selection of Management Personnel New York, Amer. Man. Assoc., 2 v.	1957
Halsey, G. D.	Supervising People. New York, Harper	1953
Douglass, P.	Communication through Reports. Englewood Cliffs, New Jersey, Prentice Hall	1957
Hoslett, S.D.	Human Factors in Management. Rev. ed.	1951
Drucker, Peter F.	The Practice of Management. Harper	1954
Haire, Mason	Psychology in Management. N.Y., McGraw-Hill	1951
Jones, Manley H.	Executive Decision Making. Homewood, Ill., Irwin	1957
Hall, H. S.	Improving the Effectiveness of Management. U. of Ill. Bulletin v. 50. no. 10.	1950
Leavitt, Harold J.	Managerial Psychology. Chicago, U.of Chicago Press	1958
Lateiner, Alfred R.	The Techniques of Supervision. Nat. Foreman	1954
McFarland, Dalton E.	Management Principles and Practices. New York, Macmillan	1958
Mace	Growth and Development of Executives. Cambridge, Harvard Univ. Press	1950
Nichols, Ralph G.	Are you Listening? McGraw-Hill	1957

Pfiffner, J. M.	The Supervision of Personnel: Human Relations in the Management of Men. 2nd ed. N.Y., Prentice-Hall	1958
Redfield, O. E.	Communication in Management: The Theory and practice of Administrative Communication. Rev. ed., Chicago, U. of Chicago Press	1958
Shurter, Robert L.	Written Communication in Business. McGraw-Hill	1957
Simon, H. A.	Administrative Behavior; a Study of the Decision Making Processes in Administrative Organization. 2nd ed., N.Y. Macmillan	1957
Summer, Charles E. Jr.	Factors in Effective Administration. N.Y., Columbia Univ. Press (not identified)	1956
U.S. Civil Service Commission	Evaluating your Personnel Management	1954
U. S. Civil Service Commission	Community Relations; a Guide for Federal Agencies. (Personnel Management Series 12)	Jan. 1958
U. S. Department of the Air Force	The Management Process(Air Force Manual 25-1)	1954
Uris, Auren	The Efficient Executive. McGraw-Hill	1957

PAMPHLETS:

Carnegie, Dale	Check List for Supervisors	1952
Davis, D. R.	Problem Solving for the Executive	1954
Martindell, J.	What is an Executive? Athens, U. of Georgia (Bureau of Business Research)	1952
<u>Nation's Business</u>	How to Simplify a Problem	June, 1957
<u>Nation's Business</u>	How to Say What you Mean	May, 1957
<u>Nation's Business</u>	You Can Cancel Most Meetings	Nov. 1957
<u>Georgia Business</u>	What Makes a Letter Plain? The 4-S Formula	Sept. 1957

## FILMS

### Film Title

The Agriculture Story (sound, color, 14 minutes)

Description: Dramatizes the forces of nature, the gifts of science and research, and the labor of American farmers and their machines operating in a free economy.

Breakthrough (16MM, color, 28 minutes)

Description: Challenge of agriculture research.

A Compass For Agriculture (Color, 20 minutes)

Description: Gives a clear understanding of the Crop Reporting Service of Agriculture and how the information in the crop report is used by the government to benefit the farmer. The film describes the origin of crop reporting work in American agriculture, beginning about 1839. It shows in detail Federal-State Cooperation in collection and compiling the statistics for the report.

Dynamic Careers Through Agriculture (Sound, color, 28 minutes)

Description: A truly thrilling picture. It is a graphic, vivid presentation of the opportunities open to your people in our vast agribusiness complex which involves nearly half of our gross national product. Farming and ranching are the foundations on which 20th Century agridynamics are built, but for those with basic agricultural training, the future offers careers in everything from nuclear research to top jobs in many of our mightiest corporations.

Fire Ant On Trial (Color, 16mm, 28 minutes)

Description: Dramatic photomicrography and animation combine to tell the serious story of the imported fire ant. In their constant search for food and shelter, fire ants are shown as they interfere with farm machinery operations and construction crews, and menace workers in fields and children at play. Shows underground honeycomb of chambers inside an ant colony, where ants lay eggs and develop into larvae and pupae, and reveals the four major adult forms of the insect.

The Hidden Menace (sound, color, 23 minutes)

Description: This film is introduced by "Insecta Vulgaris" a figure representing all the pests and diseases of plants and animals-- and is a graphic film story of the menace of agricultural pests that can be unwittingly carried from one country to another. It is a story of staggering losses inflicted by those pests and diseases already brought into the United States from foreign shores...of the constant efforts to keep out such dangerous visitors, and... of what we can do to help.

Marketing Farm Products Abroad (sound, color, 17 minutes)

Description: Crops produced on one of every ten acres in the U.S. are exported. To promote world marketing of these farm products, the department's Agricultural Attaches serve as eyes, ears and voices of American agriculture in 60 foreign locations. Pictured in this, are the promotional efforts in representative countries that have helped to make 1957 the year that is breaking all agricultural export records. Also shows how agriculture trade groups and private industry team with the Government in building friendship and prosperity for us and our world neighbors. Viewers will see attachés in Europe, Latin America, and the Far East surveying crops, making consumer reports and actively promoting the use of American products at international trade fairs and in the foreign market place.

Your Meat Inspection Service (sound, color, 28 minutes)

Description: This is a story telling about the condition of meat served on the dinner table. It gives the inside story of the curing, canning and processing that goes on inside a meat establishment, and also explains the "small, round, and purple stamp."



